THE BULLETIN

OCT 1 9 1953

of the

NATIONAL ASSOCIATION

of

SCHOOL SOCIAL WORKERS

SEPTEMBER 1953

Volume XXIX Number 1

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EDITORIAL COMMENT

The choice of the topic "Pioneering in School Social Work" for a panel at the National Conference of Social Work highlights one characteristic which has assumed major importance throughout the history of social work in the public schools. Miss Weston's paper gives an excellent picture of the beginning of the first school social work program financed by a public board of education. It shows the many changes in practice as the program keeps abreast of developments in social work and in education. Miss Quane's paper describes the development of relationships with school personnel who are "pioneering" with a new service in the schools. With the recent expansion of school social work into new states and communities, the worker must develop skills in interpreting the service to the community. Miss Nesbit gives an excellent personal account of her experience in inaugurating a new program in a rural community.

In Miss Lide's article, we view school social work as it makes its contribution to the attainment of changing educational objectives. The changes in emphasis are consistent with the developing trends in social work. It is with a clear and concise focus that Miss Lide presents historical material in a penetrating manner bringing new perspective to an analysis of the "Visiting Teacher" movement. As the purpose and function of the service of the school social worker has become more clearly defined, so the title "visiting teacher" is gradually being changed to that of "school social worker", identifying the worker with his professional background.

PIONEERING IN SCHOOL SOCIAL WORK—PAVING A WAY FOR A SUCCESSFUL PROGRAM

"Early Beginnings of School Social Work"[1]

HELEN E. WESTON, Director, Home and School Counseling Service
Board of Education, Rochester, N. Y.

The implication that I represent a successful school social work program is the explanation for my participation in this afternoon's program. What is a successful school social work program? Is it successful in that it is unchallenged? Accepted? Has it arrived, so to speak, as seen in staff size? Is its success measured in accomplishment—and is that quantitative or qualitative? Is it a successful program because it is system influencing? Maybe it is a bit noisy and has had good publicity. Maybe that it is on-going after forty years in New York State, which does not yet mandate such service, indicates a successful program. The American Collegiate dictionary describes success as "having achieved position." School social work in the Rochester, New York, Public Schools has achieved a position. It is an on-going program characterized positively in varying degree as one answers these questions I have posed.

What I shall say hereafter comes from my experience in association since 1921 with school social work called Visiting Teachers then and more recently Home and School Counseling in Rochester Public Schools. In 1921 we had an enrollment of 33,927 in our 43 elementary schools. We now have an elementary school pupil population of 23,234 in the 41 schools which are served by 14 home and school counselors.

The type of need to be met, as recognized by the initiating sponsors of a school social work program, dictates the beginning organization and functioning of this service. There are certain characteristics which must be common to all in that beginning if the program is to survive its infancy. Inherent in our concept of the pioneer is a rugged forthright personality, tenacious in his faith in the project undertaken, untiring in his efforts to win others to the struggle of the new movement and never failing in his vision of the distant goal and the good to be derived through it. Such were our Rochester school social worker pioneers in 1913—

[1] Presented at National Conference of Social Work, N. A. S. S. W. Section, Cleveland, Ohio, June 4, 1953.

Dr. Herbert S. Weet, then our Superintendent of Schools, and Miss Emma G. Case, our first visiting teacher and later our first director of the Visiting Teacher Department.

Dr. Weet's report to the Board of Education in 1913 reads:

"The appointment of a Visiting Teacher is an attempt on the part of the school to meet its responsibility for the whole welfare of the child. There are few of the children in our schools who are suffering through the wilful neglect and abuse of parents. Whatever suffering comes for which the home is responsible, comes largely through ignorance or necessity. It will be the function of the Visiting Teacher to enlighten and to aid in relieving. Her field work will be restricted to girls. Her aims will be to secure the maximum cooperation between the home and the school. Through such a teacher, the school is by no means usurping, but it is rather stimulating and encouraging the home to meet to the limit of its power the full share of the responsibility for the welfare of the child."

Miss Case brought to her work educational experience, social case-work training and field work experiences. Referrals came from principals failing to effect a satisfactory adjustment of a child in the school setting. Procedure was worked out by Miss Case, subject to the Superintendent's approval, and function was defined only in its general aspects. There were some social agency referrals to the school social worker. Agencies were used in turn by her as resources. Thus the way was paved for the inclusion and integration of school social workers into the community's overall social agency program.

It would be entertaining and interesting to trace the development of school social work function as mirrored in the annual reports to the Superintendent but time does not permit. In 1920, when the Department was established, material needs, protection, and the care of the ill were the accepted basis for all social work. Naturally the first visiting teacher assignments were made to schools with a preponderance of pupils from foreign background homes, transient or under privileged ones. Principal consent to the assignment of the visiting teacher to his school was required. Hence the visiting teacher went to her school assignment knowing she at least had been asked for (hopefully that was synonymous with being "wanted"). Her purpose was to demonstrate the practicability and value of school social workers in meeting the need for helping the "total" child with his educational adjustment. The worker accepted her role as interpreter of the service to the faculty, community and client. She assisted the community in setting up health, recreational, study home facilities, etc., as her school experience pointed up the need for such services. Consultation with, and assistance to school personnel were included so that the child with problems could be more readily treated in the current educational setting. An educational program was

set up in the local normal school in 1923 so that the on-coming teachers might be better prepared to understand the needs of the child and the visiting teacher program as a supplement to the work of the classroom teacher.

From a visiting teacher defined as "stimulating and encouraging the home in the behalf of the child" in 1913, we come to the 1921 concept which brought her to the status of a child welfare worker in the school.

Dr. Weet said then,

"It is an undisputed fact that in the environment of the child outside of the school are to be found forces which often times thwart the school in its endeavors."

Here it seems to be is the school recognition that the visiting teacher service is fundamentally a social work program as compared with the educational function of the school. From here the visiting teacher accepted her role in the school as a dual one in which she was now social worker first and teacher second. Since then her study and evaluations of her procedures, techniques and skills are as a social worker moving toward a better clarification of her function. As a result by 1928 the purpose and activity of the school social worker stands out distinctly in the panorama of school program in our schools and community.

Within the frame work of the setting of any unit program a functional concept must develop to entitle it to remain as a part of the whole. This statement of the service, or services, and the way in which, or conditions under which, they can be granted, is a changing thing. The awareness and acceptance by staff and profession, by school and community, will probably never be quite in line each with the other. The position of each will be conditioned by the philosophy and trend in its program. Hence, while education individualized the child around the turn of the century, it was in terms of diversified curriculum. In school social work, material needs and resources were uppermost in our thought. By mid-century we were stressing emotional needs and feelings; behavior as symptomatic, and motivated; personality development; deep seated disturbance, with psychiatric theory and the psychiatrist as a helpful treatment resource. These are more familiar to us as school social workers than to the educators, who only recently have begun to talk about the emotional climate in the classroom. As a service we take credit for much of the mental hygiene awareness which has grown into our school system. That it could develop and spread in Rochester was possible because of our good fortune in the leadership of three people, our superintendent, James M. Spinning, an active and ardent supporter of the

school social worker and our subsequent directors, Miss Shirley Leonard and Miss Ruth E. Smalley.

Let me hastily note some of the intervening steps. By 1926 more than problems of school maladjustment were referred to visiting teachers. Individual peculiarities, bad habit formation, anti-social tendencies were noted as the cause of referral. We began then to help the school in the planning for special classes. Today we continue to be involved in class formation for special needs such as currently the two reading classes, and an orthopedic class for cerebral palsy cases. We are also planning toward an experimental class for emotionally disturbed children.

By 1932 we were focusing our attention upon the emotional development of the child and other aspects of his mental health. We saw the child's problems as exerting external and internal pressures on him. By 1935 our department reports discuss "treatment for the child's total personality adjustment." Further, we read "Visiting Teacher work is based on the theory that education is not merely acquiring information, but expanding and integrating the possibilities and resources of each individual so that life will mean greater personal satisfaction and wider service."

"The majority of children in any school system will be successful in making their adjustment. A few, because of individual conditions attributable to heredity, home environment, and community limitations, need assistance which will include careful individual studies and follow-up. These children are unable to make satisfactory progress in school or out until certain difficulties have been faced; hence the necessity for a visiting teacher specializing in problems of individuals, and using the technique of case work, which is quite different from that employed in group work."

With the developing of our concept of function had come:

1. the realization of the need for expanding cooperative work with outside agencies to effect better school progress,
2. the individualization of the child and emphasis on the psychological and psychiatric aspects of casework leading to more detailed studies of him,
3. the development of a keener awareness of the interrelationships between the child's school adjustment and his personality development.

We have studied our practice for better understanding and have revised it often. From environmental manipulation to the client's feel-

ings and his assumption of responsibility for himself (1936) has been a long haul. We've tried unit experiments here and there. We've tried developing needed resources such as mid-season craft clubs and summer camperships. Since 1948 we've worked cooperatively as one of the two main intake channels for the Board of Education Guidance Clinic.

We state our function today as:

1. to give social casework service,
2. to stimulate school and community agencies to meet health, social, recreational needs of children as seen by Home and School Counselor,
3. to act as liaison between school and community and in planning mental hygiene and allied programs.

We exist departmentally as evidence of the school's recognition of the need for certain children to be helped in their emotional and social development so that they can make good use of school today and contribute to social progress tomorrow.

From the very beginning a major problem for the school social worker has been that of inter-relationships with school personnel and the integration of her professional service into the existing school structure. This problem has called into action all her social casework philosophy and skill. We learned that a school system and the individual school with all its intermeshing parts, was a client to be accepted as having all the characteristics of an individual client. We experienced resistance, hostility and total rejection (as of 1953 two elementary schools refused our service). We were always in an "on the spot" position as we worked alone, representing as we do a young profession within a host agency, one of civilization's oldest professional groups. Today many principals consider us an integral part of their staff.

We worked in the midst of sibling rivalry with allied services, such as phychologist and school nurse. They ante-dated us and were naturally jealous of their prerogatives in the places where overlapping seemed apt to occur. These have been slowly resolved. There has always been close contact with the attendance worker, nurse, and psychologist. In 1925 the psychiatrist was getting reports from us and in 1948 we were channeling cases to our school guidance clinic.

In the community social agency program we took an increasingly important position. We participated in surveys, and recommendations from some of them made special reference to us. Example 1937, Paul

Beisser's report ("City Services to Children") "School with its strategic position spots the symptoms. The family and children's casework services could be swung into action in a positive way." Dr. Carl Rogers, 1939 (Looking Toward a Program for Rochester Youth), recommended social casework at the high school level. The so-called Perkin's report (Report of the Citizens' Committee to study the expenditures of the Board of Education, 1941) recommended an enlargement of the Attendance Department and an elimination of school social work in the belief that this was duplicating social agency function. Let me say here that our Board of Education wished to save money and were delighted at that recommendation. It was the Council of Social Agencies, the P. T. A. and school personnel that fought for our continuance, lining up with our Superintendent, Mr. Spinning, in our behalf. I might say in passing that whenever the Board is financially embarrassed and looking to save money our service is high on the elimination list, since we are not state mandated. We have had five such precarious periods within my knowledge. Superintendent Spinning, and, in recent years our Division of Guidance Coordinator and now Assistant Superintendent of Schools, Dr. Howard C. Seymour, have been our vanguard.

Let us go back to our community social agency integration. We have come to serve in many Council of Social Agency committees and on boards and committees of various agencies. Here we bring the school's point of view and its program and in turn can carry to the school a better understanding of the social agency, and its program.

You asked me to talk about pioneering. I find after the Rochester history of forty years, that I cannot indicate where that ends. We move forward with some greater surety amid the impact of the trends in educational and social casework concepts and practices. But to do so and maintain our gains keeps us running with Alice in Wonderland fame. Time—troubled though it is—is on our side. The impact of psychiatric knowledge and mental hygiene concepts in the lay world is providing a growing support for services such as school social work. That we have learned to deal with things for the aggrandizement of man and failed so miserably to live amicably with him weights the demands for the expansion of the social services which help him to learn to live with self.

Where are we then in the Rochester program? Growing. So we have spots of discomfort of varying intensity. A better perspective, born from over forty years of living a program, helps us to select more wisely the issues around which to battle and we thus conserve our strength.

We have satisfactions and a sense of contributing something worth while to our schools and community. We have faith in the social casework process as an instrument for helping the troubled child, and those close to him, to work toward a fuller realization of his potentialities. Today, with its measure of success, brings us as school social workers the challenge to meet our problems with programs that have been soundly worked out; that have incorporated the learnings from our past with the realities of our present, but with a long view ever in mind.

* * * *

"Professional Support from School Administrators"[1]

MARGARET QUANE, Visiting Social Counselor
Evanston Township High School, Evanston, Illinois

Just a year ago at this same conference, I had the unique privilege of hearing from my administrator how a school social worker could be of service to an administrator in a high school setting and how beneficial this service might be in any school. Today I would like to be in a position to pay a reciprocal tribute but since my administrators are absent, I shall confine myself to the topic selected for me: namely, how a school social worker receives professional support from school administrators in initiating school social work within the school.

Initially, I might say that we, in Evanston, have been most fortunate in having administrators—our superintendents and our Director of Special Services—who have been ready and willing to accept and understand a program which is difficult to incorporate within a school setting. The assistance we have received from Dr. Michael and Dr. Chute, Superintendent, and Miss Hester Burbridge, Director of Special Education, has been manifold and the support offered by them is of inestimable value as we social workers perform our tasks within the school.

For the social work program to work effectively it must be a cooperative effort. In order for it to be a cooperative effort, every person with whom the child has any association must be cognizant of the possibilities of this kind of service. The teacher must certainly have a knowledge of the entire program, hence an in-service program is a necessity.

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[1] Presented at National Conference of Social Work, N. A. S. S. W. Section, Cleveland, Ohio, June 4, 1953.

Before any in-service program can be started, there must be a recognized need for such a program on the part of those who are to participate in it. If the need is evident, the in-service program will come from the teachers, but if it is not, then it is the responsibility of the administrator to show in some way that an in-service program will be of value. The administration should assume the major responsibility for organizing and facilitating an in-service training program.

Some of the specific activities which may be considered for in-service training are: case conferences in which interested persons can study specific cases intensively; inauguration of a mental health committee which offers films with discussants; book reviews on mental health concepts; leaders within the mental health field who can skillfully teach some of the dynamics of human behavior and direct study of emotional problems; workshops with capable resource persons as leaders; development of a professional library where teachers can read some of the current materials on child development and health. All faculty members are interested in an evaluation of academic progress and sometimes a faculty can be stimulated into becoming conscious of the individual child and his needs through projects concerning reasons for failure, inability for a student to work to capacity, reading disabilities in which an emotional problem is the specific cause, etc.

Some of the principles which an administrator should consider in the initiating of this program are 1. the administrator should participate actively in planning the program as well as assume the major responsibility for sponsoring it, 2. it is necessary to start with the problems which the faculty members think are important, 3. the program should be built on the interests of teachers if it is at all possible, 4. the program should provide for continuous professional growth of the staff.

Primarily, then I would say the school social workers' job, in a new program, is one of interpretation and there are different ways of accomplishing this with an administrator. We must help him to understand just what the school social worker can offer to children who are having some particular difficulty in participating beneficially in a school experience and how the worker, as a member of the school staff, can use the professional social work skills that she has to help the school fulfill its primary purpose. Interpretation or definition of function can be given perhaps in two ways: a formal presentation of one's service to the faculty and administrator, or by the incidental teaching which occurs at various times as one works with the child and his problems. It is easy to know

how well one has interpreted or defined one's service when other disciplines within the school begin quoting your attempts or defining what you have offered them as a part of their own feeling about the child or his problem.

An administrator needs to understand the service. He has a better knowledge of what the school social worker can offer when he has an understanding of the problems of the children under his jurisdiction and the process of total growth of the child. If an administrator does not have a basic understanding of the dynamics of behavior, it takes a much longer time to help him to understand the kind of problems that the school social worker can help to solve. In obtaining the kind of administrative support one needs it seems essential for an administrator to have some understanding of the development of children and to know the children in his school. He must be helped to understand the role of the school social worker in the total school setting and her relationship with the school staff as well as the child she serves. As an administrator has a conviction that he wants this service he can give support to it by paving the way for the school social worker with the other administrators and the faculty of the school.

The social workers can help the administrator by sharing information with the teachers and members of the administration or faculty who might be concerned about a child's problems. She must help to interpret this information in the light of its true meaning—what is actually needed for the teacher or administrator to know so that the child can be better helped at school. One successful experience which the school social worker has in working with a child who has been referred helps the administrator to have confidence in what the worker can do and to know of the worth of this service to the school. This is especially true if this child is the first one who has been referred for service.

There is also a public relations' angle that one must consider—just what kind of a person is this school social worker who is about to offer a new kind of service to the school? The surface things, which sometimes are ignored, such as one's manner of speaking, dress, and interpersonal relationships with other faculty members and one's relationships within the community are of utmost importance to administrators. Casework techniques might be superior, but it is also necessary for an individual to have those personal qualities that make him or her acceptable as a person to the other members of the staff. The administrator in the school has to know, too, that all of his faculty can be of help in more

than one area of service so one should be flexible and participate in faculty meetings, community group panels and offer service to P. T. A. groups when it seems needed.

It is important also to go to an administrator for advice and help with some of the students whom we are serving. Often we feel that an administrator might be too busy, but those of us who have used the specific help which an administrator can offer us in difficult situations, know that he is not too busy to be concerned about the youngsters who are under his jurisdiction and is only too ready to give us the support and encouragement we might need.

Our willingness to lose our identity as someone "special" or "different" and at the same time maintain our professional understanding of the child is paramount. In other words, we can lose our identity as a "professional person" with a label and make our specialized understanding of children useful by helping to integrate this understanding with the understanding of the others in the school system. We must begin where the faculty is and then proceed to other kinds of understanding about the child and his problems.

One of the basic concepts of school administration is that the school administrator is a facilitating agent to improve teaching and school service. Administration is really a means to an end. The administrator's role is to plan, to organize, to supervise, to evaluate and to facilitate the function of service to the school. The nature of our service requires certain clarifications and an establishment of policy so that the school social worker knows what her relation is to the top administration in the school. Any new service requires certain definitions of function so that overlapping of services will not be a problem. The school social worker has to know the relationship between herself and the guidance services within the school and while there is no one answer to this problem, it is felt that cooperative relationships should exist between guidance services and the school social worker, but that our specialized type of service if brought under the tent of guidance might be hampered and curtailed considerably. The time of the school social worker would be used up too much by meetings and other kinds of services which would not be in line with the specialized type of work which she could be offering to a child. Only an administrator with sufficient insight into the differences of function between guidance and social casework service can help each to stay within its own limitations and so give better service to the school.

In conclusion I might say that the success of a new program is dependent upon the competency and skills of individual workers, a clarification and well-defined system of referral, the contributions of faculty members and other disciplines within the school, the support of administrators and the utilization of community resources at hand. But the real strength of the program is accentuated by constructive interpersonal relationships which are made possible by effective direction and continued administrative support.

* * * *

"Citizen Support and the Role of the Practitioner"[1]

Elsie Nesbit, Visiting Teacher
Lee County Board of Education, Leesburg, Georgia

There can be no adequate school social work program without understanding and support in the community. Especially in a new program, this is a most important element in planning and development.

Two factors will determine citizen support: what the community thinks of the total school program and the person who initiates the service. The administration sets up the policies for the school social worker as well as for all other school services, but the worker, more than anyone else, is responsible for carrying out these policies. The personality of the school social worker counts as much as her actions, as much as her skill in organizing the work.

My part on this panel is to discuss the role of the worker in gaining citizen support. The school social worker can help to change community attitudes toward the total school program as well as toward school social work. I will focus attention on the rural community because that is what I know best. However, because people are people wherever we find them, the same principles would apply in any school community.

I speak as one still learning how to interpret my work to lay people. Our program in Georgia is only eight years old. Legislation was passed in 1945 instituting a state-wide visiting teacher[2] program as part of the compulsory school attendance law, thus bringing problems as well as advantages. Workers had to learn the job along with school and community. Now, after much help from many people, there are some basic

[1] Presented at National Conference of Social Work, N. A. S. S. W. Section, Cleveland, Ohio, June 4, 1953.

[2] *Visiting teacher* is the name used for the *school social worker* in Georgia.

principles which we believe were and are still important in making school social work service a real part of the community.

The first principle is to know your community. Perhaps this may seem trite—you have heard it so often—but it is vital. This is true whether we are going into the community to work for the first time or whether we have lived there all our lives, as some of us have. In the first instance we are learning the people, the customs, and the resources. In the second, we are working out a professional relationship with neighbors and friends, with people who have known us all our lives. In either case, we must know what people think of the school, what they think of social work, and what they think we are. In some places the term "social work" carries a stigma, but if we recognize that it is often due to a lack of acquaintance with its true meaning rather than to prejudice, we may gradually change this attitude to wholesome understanding.

What people think we are is most important. They may consider us the truant officer and threaten children that we will "get them" if they fail to go to school. An entirely different idea came from a little second grade girl when I first began my work. She had her mother call asking me to visit her when she had measles because I was the "visiting" teacher. I went because it was important for her to feel that I was interested in her and at the same time to help her begin to know what I did in the school. It was good to know that children were beginning to feel that I was there for them.

We found that when our program was new many people thought our job was to get clothes or shoes or free lunches or in other ways "to help the underprivileged" to stay in school. That has been a part of it because of the situation as we found it, but the idea has gradually changed as we have been able to demonstrate other aspects of the program.

The second principle is to be sure in your own mind what the program is. Because of the way our program began we were not prepared in advance for our duties, having to learn as we worked. As we have grown in understanding, community attitudes have changed accordingly. As we have learned, we have communicated that understanding not only to school people but to lay people as well. Being definite about the service does not mean that we must have a rigid procedure, but we must know what it is and be able to explain what we do. It is equally important to know the limits of the job, to make these limits flexible, and to be able to give good reasons for decisions.

A third principle to remember is always to let people know that the service is a part of the total school program, not something spectacular but a school service, not "miracles" but a way of helping people. If we share as much as we can without betraying a confidence, out-of-school people will have more confidence in us. We can describe types of problems rather than specific situations. In a rural community, where everybody knows everybody else, much "general information" about specific individuals or families needs to be re-interpreted in the light of better understanding.

A fourth guide that is helpful is to be willing to go slowly, to let the work prove itself. Communities are slow to change, slow to want to change to new patterns. This is good. Any new program should prove its worth to be accepted. It will help to keep us encouraged and balanced, to have faith in people and in ourselves, but, at the same time, to be prepared for skepticism and criticism. At times our program has had high commendation in the press as a much needed and wonderfully successful service and, at other times, has been accused of being "frills and doo-dads" or "dead wood" in education. Perhaps that is the way a new service proves itself.

Recently a business man in the community offered the school social worker a position in his office. She thanked him but wondered why he thought she would be interested. He said he had read in the paper that her own job would be abolished and she had done such good work he would like to help her find other employment. Actually her job had not been abolished, but that had been one of many suggestions to save money in the state school system.

One example of the way our work has proved itself locally is that we are frequently seen during school hours going from one place to another, giving rise at first to the suspicion that we did nothing but ride around instead of staying at the schoolhouse and working like other teachers. Now that it is generally known what we do, we never hear that criticism.

We have had proof of citizen support on the state level as well as locally. A few years ago, when the president of our Georgia Visiting Teacher Association was on her way to a meeting to defend the program, she met the state president of the Lions' Clubs. Knowing of her work in his own community, he pledged the support of his entire organization if needed. At another time the State Chamber of Commerce publicized its belief in the value of the visiting teacher program along with other

services in the school system. A political leader in the state has affirmed publicly his conviction of the importance of the program to the state not only educationally but also economically.

Another useful principle is to use lay language and to talk with people about what interests them. I have not used the terms "ego", "superego", "oedipal conflict", and the like, since I came home from a school of social work. People are not interested in a technical interpretation of the total program but they will begin to feel a part of it if we take time to answer their questions and talk about things which they know, or wish to know. For example, someone stopped me on the street to ask if I were involved in a certain discipline problem at school. I replied that in this case I was not but we discussed the situation a few minutes without again referring to my work. An interested civic leader said she would like to go with me on visits. This gave me an opportunity to talk informally with her concerning conditions she knew and how we could work together to improve them. On my return from a leave of absence to take social work training, a man at the court house asked if I were back on my old job. I replied that the job was the same but I could do some things differently now. Actually he was satisfied with the way I had done the job previously but concerned with what training might have done to me. As we chatted I commented that I am continuing to work on the same problems as before and finding that I have a little better understanding of how to help people. His comment was, "That is what we need in this county. I am glad you are back home."

The same principle applies when we make the initial approach. Recently I visited a farm family who had moved into the county but who had not entered the children in school. Not finding them at home, I was about to leave when the farm owner and another landowner stopped to talk with me. The owner knew my mission without explanation. He said he really needed the larger boys to work on the farm but he would let the family decide. When I said that he and I both wanted to do what was best for the boys, he heartily agreed and gave his full cooperation. Then the other landowner asked me how I finally worked out the attendance problem of a family formerly employed by him. He related to his friend how we had worked together to keep the boy in school.

A sixth principle is to be a part of the community. Attend church and civic affairs. School social workers are often asked to speak to

community groups. My county has no funds for general relief; consequently, local organizations often care for destitute families. If there are children in school, I am often asked to suggest the best way to help. A neighbor told me her organization had changed some of their former ideas of Christmas giving since we had been trying to plan together for more intelligent giving.

Another helpful idea is to let the community know how we work with other agencies. This is beginning to show results. At pre-school clinic a person who has no children in school talked with the public health nurse about a little boy who is extremely nervous. She was not sure whether the child needed the help of a doctor or of the school social worker, but she did know that if somebody did not help him before he started to school nobody could manage him in school.

The last principle I will mention is to remember that parents are citizens too. Every parent contact is a community contact. They discuss with each other their feelings about what has happened. A parent whom I have known for years sent a request to the school for me to visit another family who had not entered their children in school. By this time her own children are fairly regular in attendance and she sees the value of it, not in time to help the older of her nine children but to allow the younger to benefit.

Combined with all these principles I would recommend enthusiasm. Like your work and let people know you like it. Believe in it and share that belief. In our program we enjoy our work and we enjoy each other. At each of our two annual conferences we plan a social gathering for the first meeting when we look forward to the exchange of greetings and news of each other. This association helps to overcome the feeling of isolation because of having only one worker in a county.

The Georgia visiting teacher program has had strong citizen support throughout its development. The lay person has grown along with us in understanding and acceptance of the service. We do not feel that we have gained full support in the local community or in the state, but we do have enough support to make the service secure as a part of the total school program.

The way the school social worker carries out her job does determine citizen reaction, whether it be acceptance or rejection.

A STUDY OF THE HISTORICAL INFLUENCES OF MAJOR IMPORTANCE IN DETERMINING THE PRESENT FUNCTION OF THE SCHOOL SOCIAL WORKER*

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In examining school social work the first important thing to observe is the fact that it is a secondary service to the school, the main function of which is education. The service exists in order to aid in the educational process, and when this aspect is overlooked there is general confusion as to the function of the school social worker. Helen Witmer[1] has pointed out that the very term "visiting teacher", which has been in common use, calls attention to the fact that social work in the school setting is not an independent enterprise but is part of the educational system and is related to its purposes. The social worker in the school is an integral part of the educational system, with the same sort of responsibility as the school doctor, the nurse, and the psychologist for contributing their skills to the fulfillment of the school's purposes. When we cut our way through to the heart of the matter we cease to think of the school social worker as a family welfare worker, a children's worker, or a mental hygiene person who is there to catch cases before they become full blown.

There are some very apparent reasons why this confusion about the function of school social work exists. This paper is an attempt to trace the major developments in school social work from an historical angle in order to show the influences which have determined its present function.

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* Written as class material when Miss Lide was enrolled in the advanced social work program, School of Social Service Administration, University of Chicago (1952-53).

[1] Witmer, Helen Leland. *Social Work: An Analysis of a Social Institution.* Farrar and Rinehart, Inc., New York, 1942.

Beginnings of School Social Work[2]

There was a simultaneous development of services to school children in Boston, New York City, and Hartford, Connecticut, in 1906 and 1907. It seems worth noting that at this same time a similar program was being established in London, the outcome of which today forms a striking contrast to our school social services. This was the period in the development of social work when there was movement from broad social reforms to a discovery of the child as an individual.

As in the development of social work generally school social work was first intended for the benefit of the so-called underprivileged children. This is evident in its origin in New York where social settlements initiated the work. In New York City settlement workers from Hartley House and Greenwich House thought that it was necessary to know the teachers of the children who came to the settlements, and they assigned two workers to visit schools and homes and to work more closely with schools and community groups to bring about better understanding between home and school. Miss Mary Marot, a teacher who was interested in the social aspects of education, is considered to have been the person most directly responsible for giving impetus to this development. In Boston a comparable development was taking place in which the social service motive was dominant in the beginning. However, the Women's Education Association, rather than the settlement house, set the service under way by placing a school visitor in one of the schools for the purpose of bringing about more harmony between school and home in order to make the child's education more effective. Almost immediately this service caught on, and the settlements then provided the schools in their districts with members of their staffs for home and school visiting.

Another different kind of beginning was made in Hartford, Connecticut, where school social work began in connection with the Psychological Clinic. The director of the clinic recognized the helpfulness

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[2] The following historical data has been obtained from reading generally about the development of school social work and then compiling the material in the particular frame of reference of this paper. Main sources of information were

Fink, Arthur E. *The Field of Social Work,* Henry Holt & Company, New York, 1949, pp. 228-267.

Oppenheimer, Julius J. *The Visiting Teacher Movement.* Joint Committee on Methods of Preventing Delinquency, New York, 1925.

U. S. Office of Education. Federal Security Agency. *The Place of Visiting Teacher Services in the School Program.* Bulletin 1945, No. 6, Government Printing Office, Washington, D. C., 1945.

Witmer, Helen L. *Op. cit.,* Chapter XIV.

which could be derived from a "special" teacher who would assist the psychologist in securing histories and in carrying out recommendations of the clinic.

It was not until 1913 in Rochester, New York, that school social work was established as an integral part of the school system. There from its beginning it was supported and controlled by the board of education. This will be discussed further later, but first let us consider more fully the influence of the New York, Boston, and Hartford beginnings.

A social settlement is an expression of the conscience of the community with regard to the less privileged members of society. The service constitutes an effort to make things "more equal" for individuals whose opportunities are limited. Since school social work grew indirectly from this movement it was inevitable that it would take on some of the characteristics of service offered by the settlement, particularly that it would be directed toward providing services for children from the poorer districts. It is important to note, as already mentioned, that this is parallel to the development of social work generally which originally confined its services to a certain economic group in our society.

Since school social work has had its roots in two professions—education and social work—it is bound to have suffered the growing pains of both professions to some extent. One of the growing pains of social work is somewhat highlighted by the settlement movement, and it is therefore assumed that the beginnings of school social work were affected by this emphasis on service to the less privileged. It was perhaps a logical beginning, however, since social settlements sponsored much pioneering in human development in the earlier part of the twentieth century.

A contrasting influence is seen in the Hartford beginning where school social work was tied in with psychology. This influence is reflected in some present day programs where work with children-in-school is set up on something of the same pattern as that of the child guidance clinic.

Let us look again at what was happening in New York City between 1906 and 1913 for it was this experiment which was to have the greatest influence on the nature of social work within the schools. After the settlement houses began the service in 1906 the Public Education Association became interested in the movement in 1907. A special Visiting Teacher Committee was established and within this same year the Asso-

ciation employed a social worker under the title of "visiting teacher". By 1912 there were seven such social workers employed. The Public Education Association gave much publicity to the movement and worked in the direction of interesting the board of education in introducing the work into the public schools. This was accomplished in 1913, and this date may therefore be regarded as the date of origin of school social work as a part of the school system.

As has already been mentioned it was also in 1913 that school social work was established in Rochester, New York. The New York City experiment no doubt had a strong influence on the beginnings in Rochester where from its inception the service was supported and controlled by the board of education. This reflects the beginning of a trend toward organizing school social work as an integral part of the school system.

Throughout this early period in the development in Rochester there was also a definite trend toward placing the social workers in a special department within the school system under the administrative direction of the superintendent of schools, with technical supervision by a professional person trained and experienced in school social work. This significant trend begun in Rochester had an important influence on school social work since it pointed up the necessity of avoiding separation of the school social worker from the whole school system and from the community. It assured the school social worker of a place both in the school system and in the community.

From 1913 to 1921 there was a rather rapid growth of school social work throughout the country. The first national conference of school social workers was held with the National Education Association in 1916 when emphasis was put on determining the place of the social worker in the schools and on the prevention of retardation and delinquency through the use of school social services. This early effort to define function bore fruit very shortly when a second conference was held in conjunction with the National Conference of Social Work in 1919 at which time the National Association of Visiting Teachers was organized.

An important development started in 1921 when the National Committee of Visiting Teachers was given financial backing by the Commonwealth Fund of New York for a country-wide demonstration and for experimentation in the field of school social work. Thirty school social workers were placed in thirty different communities throughout the country for a demonstration period. It was from this experiment that much material about school social work was assembled and published.

During the "depression" school social work suffered a set-back at a time in its own history which should have been a period of expansion. However, perhaps it was inevitable that during this time in our national emergency the schools would be panicky about the physical needs of their pupils. As a result of the economic changes school social workers were pushed into the position of providing for physical needs—dealing with hot lunches and clothing problems.[3] Fortunately, school social work was not fixated at this level, and with the advent of more adequate programs to meet the economic problems of the "depression" attention could then be focused again on other needs. School social work, to a lesser extent perhaps, had the same kind of "depression" experiences as the private agencies before federal programs were put into operation.

Now, before proceeding, it is necessary to backtrack a bit to pick up a development in education which influenced social work in the school setting. It has not been long since our pattern of compulsory education was established, nor are we long from under the yoke of child labor. Attendance programs are often recognized as problems for social casework—and rightly so, but too often in the early stages the school social worker was thought of as, and sometimes was, the attendance officer. Anxious to establish himself in the school setting the social worker may have been inclined to make himself an errand boy at times. His function was hard to define. He was supposed to have come from two disciplines. Early records and published material show him being "all things to all people". However, when one thinks about the development of social work generally it becomes apparent that school social work was no different from other kinds of social casework in this respect. It is only in recent years that there has come to be much clarity of thinking with regard to the setting itself and its influence on the service extended to its client group.

In order to do full justice to the topic it would be necessary to trace the history of education in this country but within the scope of this paper that is not possible. However, in addition to the development of compulsory education there are other trends which may be noted without outlining the history. One particularly has been reflected in the progressive education movement which was an effort to adjust the educational system to a then new concept of individual differences. The pendulum swung in some schools from rigid disciplinary controls to almost complete removal of limits. Now a more secure middle ground has been

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[3] Hall, Gladys E. "Changing Concepts in Visiting Teacher Work," in *Readings in Social Case Work,* Columbia Univ. Press, New York, 1939.

reached and schools are striving to adapt their programs to the actual needs of the growing child. The present day graduate of a teacher training program has had courses in personality development and mental hygiene in his curriculum, and he brings these concepts to his work.

Now having traced the historical influences of major importance in determining the present function of school social work we turn to the second aspect of the paper. An effort will be made to point out the significant respects in which casework services in the school are currently affected by the evolutionary development and by other forces determining the present use of school social work.

Perhaps the simplest way to handle this is to pose three questions and then to examine the answers in light of the evolutionary development and the influence of other forces. The questions are (1) *Who* is the school social worker? (2) *Where* does he belong administratively? (3) To *whom* must he relate?

(1) *Who is the school social worker?*

According to the report of a Conference on Visiting Teacher Services in June, 1945: "The general function of the visiting teacher is to serve individual pupils who need special understanding and help in problems of social adjustment so that they may derive the utmost benefit from their school experiences, and to assist those responsible to make adjustments in school experiences, where necessary, to meet each pupil's needs and help him find opportunities to continue his educational program to the maximum of his capacity and adjustment.[4]

Who is qualified to undertake this task? An examination of the variation in qualifications considered essential tends to reflect the general confusion as to what kind of person professionally the school social worker should be. In the beginning it was clear that he was a social worker because he was assigned by a social agency. Then when educational groups took over, the emphasis was placed on educational requirements. Linked as this area of social work is with the educational setting it is evident that from the beginning there would be this confusion as to professional requirements. The confusion is still apparent today in the variations which range from the requirement of a Master's in Education to a Master's in Social Work. In between these either/or extremes there are requirements which put maximum emphasis on social work

[4] U. S. Office of Education. Federal Security Agency. *Visiting Teacher Services,* Leaflet No. 75, U. S. Government Printing Office, Washington, D. C., 1946.

with some stipulations regarding education and requirements which are predominantly educational but state the desirability of some social work training.

An as illustration of one extreme the following is quoted from a letter received from the board of education of a large city: "It is our custom to select visiting counselors from the regular teaching staff of the city. We feel that their work is much more effective if they have actually had teaching experience in our system and have thereby gained first hand information as to how we operate our schools. If you are interested in a teaching position which might lead to visiting counseling work at a later date, I would suggest that you make a contact . . . "

In considering social work in the various secondary settings it appears that school social work stands alone in having this kind of requirement of the setting placed on it. Medical programs have not asked that social workers qualify also as doctors or nurses, and courts do not expect social workers to be lawyers. However, school social workers are usually expected to be eligible for membership in both the education and the social work organizations. Preparation in both professional fields is considered essential, though it is noted that the actual teaching requirement, as illustrated in the letter quoted above, represents one extreme in practice.

In June, 1945, a Conference on Visiting Teacher Services was called by the Commissioner of Education and held at the U. S. Office of Education, Washington, D. C. Certain suggestions were made by the Conference for the certification of school social workers. The following is quoted from the Report[5] to show what the present day thinking is regarding professional qualifications for the practice of social work in the schools:

"Minimum Certificate

A total curriculum in an accredited college or university, leading to a Bachelor's Degree and including a weighting in Education and in the Social Sciences, including Sociology, Applied Sociology, and Psychology.

(Then follows a list of suggested courses in the above areas.)

"Standard Certificate

Satisfaction of the above requirements for a minimum certificate, plus one year of full-time work in approprite advanced courses, preferably in an accredited school of social work or in a cooperative arrangement between accredited schools of education and schools of social work, including two

[5] U. S. Office of Education. Federal Security Agency. *Visiting Teacher Services,* op. cit.

semesters or its equivalent of field work in an agency offering case work services to children.

"Professional Certificate

a. Satisfaction of the requirements for the minimum certificate, plus graduation from a two-year graduate curriculum in an accredited school of social work, specialization in social case work with children.

b. A minimum of one year of evaluated, successful experience as a visiting teacher or school social worker."

This formulation was approved by representatives from various teacher training programs and representatives from schools of social work, in addition to the various specialists of the U. S. Office of Education. It reveals that the trend is toward much heavier weighting of social work requirements, a necessary weighting in view of the fact that the job to be performed falls in the area of social work and not education. Undoubtedly it will take a long time for practice to catch up with theory.

Again, *who* is the school social worker? While the term "school social worker" is being used throughout this paper it should be mentioned that not only have different requirements been made regarding his preparation but he has been and still is called by different titles. According to a report of the U. S. Department of Labor[6] there are at least thirteen different titles used to designate social workers in the school setting. He may be "visiting teacher," "visiting counselor," "school counselor," "school social worker," or any of the several other titles. This lack of uniformity seems to reflect to some extent the confusion as to the purpose and functions of the service. It appears to be derived from the uncertaintly as to *who* he, the social worker in the school, is. Is he a "visiting teacher," a "counselor," or a "school social worker"? The first title implies identification with education, the second is in common use in psychology, and the third is clearly related to social work. Perhaps some significance may be attached to the fact that the professional organization was incorporated in 1945 as the National Association of School Social Workers, whereas it was formerly the American Association of Visiting Teachers when organized in 1919.

This consideration of the identity of the school social worker has been focused exclusively on how he is identified professionally and has disregarded what he brings to the task apart from professional preparation. In answering the third question—"To whom must he relate?"—

[6] U. S. Department of Labor, Social Work Series, Bulletin No. 235-3. *The Outlook for Women in Social Case Work With Children,* U. S. Government Printing Office, Washington, D. C., 1951.

it will be necessary to look at the fact that inevitably he is a former school child himself, whereas the social worker in other settings may never have experienced the setting so directly and so personally.

(2) *Where* does the school social worker belong administratively?

When one examines the history it becomes evident that there has been some uncertainty as to where the school social worker belongs in the administrative organization of the school. School social work did not begin coincidentally with education, but long after schools were established this new program had to be incorporated into an already existing organization. An additional administrative problem was posed in the early stages when the school social worker was a total outsider, a worker on loan from another institution. As was mentioned in the historical review it was not until 1913 that a program was established in which the school social worker's place was administratively clear. While there is wide variation in administrative patterns there is now "a definite trend toward placing school social workers in a special department within the school system, under the administrative direction of the superintendent of schools or his assistant or associate, with technical supervision by a professional person trained and experienced in school social work."[7]

(3) To *whom* must the school social worker relate?

A consideration of the school social worker's job is approached by putting the question in this way in order to highlight the setting factors and not the function per se. The school social worker must relate himself to: (a) the child-in-school; (b) the teacher; (c) other school personnel; (d) the parents of children-in-school; (e) social agencies in the community; and (f) the community itself. In addition, and perhaps this is a composite of some of the others, he must relate to his specific school as a school with its own personality and its own particular patterns of functioning.[8]

Before examining the nature of these relationships it is necessary to return to the previously mentioned fact that the school social worker has almost invariably experienced the school at first hand as a school child. This may be either an enabling or a handicapping factor for him. To his present task, therefore, he brings a whole set of previous attitudes

[7] U. S. Office of Education. Federal Security Agency. *The Place of Visiting Teacher Services in the School Program,* op. cit.

[8] This concept regarding the particular personality of schools is delineated in "The Specific Content of School Social Work" by John Alderson, *Bulletin* of the National Association of School Social Workers, June, 1952.

toward the school which may affect his relationships with children in school, with teachers, and with other school personnel. How did he regard the school when he was a child in school? Was it a refuge to which he turned eagerly because of lesser satisfactions in the home? Was it an authority which he feared and from which he either fled or desired to flee? Numerous other questions might be posed but these are sufficient to suggest the fact that school is an experience which evokes strong feelings of one kind or another. The school social worker, like the teacher, will struggle either consciously or unconsciously with some of his earlier feelings as he moves into this setting.

Some of the setting factors which enter into the social worker's relationship with each of the above will be described more fully now in order to define what the function of the school social worker is and to show how this function has been affected by the evolution of school social work.

(a) The school social worker must relate to the child-in-school.

This hyphenated term, "child-in-school," is used in the literature of this field to emphasize the fact that it is not with the whole child that the school social worker works but that his focus is on the child's adjustment *to* and experience *in* school. Historically this has not always been true. Turning again to the beginnings we recall the settlement worker in the poorer districts. We note also that even today in some few school systems the school social worker may be part of a child guidance clinic which offers psychiatric treatment to children enrolled in the school. Some of the early publications reflect the fact that the school social worker originally attempted to be something of a family caseworker who entered the home by way of contact with the child who may or may not have had any particular school problem. Gradually, as social casework generally has reached greater maturity, all areas of social work have attempted to define more explicitly their specific function. It is recognized that services to children may be given by at least a dozen different agencies in a highly organized community. However, the specific service of the school social worker is to be the "child-in-school."

There are additional setting factors which must be pointed out with regard to the "child-in-school." While the school social worker must relate to him the converse is also true—the child with school problems must relate to the school social worker. As a member of the school staff he is inevitably a representation to the child of the authoritative aspects of the school. How the child feels toward the rest of the school will be

reflected in his initial response to the social worker. How the social worker feels about authority and what use he can make of himself as an authority may to a large extent determine his helpfulness to the child.

(b) The school social worker must relate to the teacher.

In light of the revolutionary development of school social work as it has been traced in this paper it becomes evident that the relaltionship with the teacher may not be so simple as it appears on the surface. In addition to some inevitable transference of the worker's feelings toward and about teachers, arising from past experience, there are other factors which make the relationship complicated. A few of these will be mentioned: (1) The teacher's success with her class may be judged partly in terms of how competently she handles the disciplinary problems; (2) She may feel threatened by inability to handle the children, making the assumption that she should be able to meet all situations alone on the basis of her new knowledge about human development and personality problems; (3) She may delay referral to the school social worker until after she has done a lot of experimenting, thus not attempting to use social work until too late.

All of this is by way of implying that the teacher has a vested interest in her position as teacher, and the presence of the social worker may heighten her fear of failure. Miss Towle has pointed out that from the standpoint of the teacher there may be marked familiar aspects in her relationships with her pupils. To quote her: "Her children may be figuratively *her* children, in whom she is working out deep personal needs just as parents frequently do. For example, she may need to succeed with all of them and she may make stepchildren of those who frustrate her, while those who meet her need may become the favorite fair-haired ones—her very *own* children. The resultant need on her part to punish or to indulge may constitute a treatment problem for the visiting teacher and again her identity as a caseworker or as a fellow worker may be subject to certain strains.[9]

(c) The school social worker must relate to other school personnel.

In addition to his relationship with the teacher, which was singled out for obvious reasons, the school social worker must relate to the principal, nurse, psychologist, special education personnel, and any others in his specific school who may have some contact with the child or may

[9] Charlotte Towle. Discussion of Gladys Hall's paper: "Changing Concepts in Visiting Teacher Work" in *Readings in Social Case Work,* op. cit.

be able to offer help and understanding of the child. Some of the same problems in relationship may arise here as with the teacher. The principal particularly is a key person who often is directly or indirectly responsible for the kind of attitudes which are developed or sustained with regard to the school social worker. Does he encourage the teacher to make referrals to the school social worker? Are all children with difficulties referred to him first by the teachers? Does he then attempt to handle the problem himself and avoid *resorting* to use of the social worker? Historically the principal has been the member of the school staff who met and faced the special problems. Might he not reason that a child having school difficulties should fall within his province? Is he so threatened by what may seem like a usurping of his powers that he is slow to refer to the social worker?

These are questions which suggest that the social worker has a responsibility for interpreting and re-interpreting his role so that he and the principal become allies in their efforts to make the school experience meaningful to the child. Again, perhaps it should be mentioned that the school social worker may find it necessary to examine closely his preconceived ideas about the principal, ideas which may trace back to his own childhood experiences and which today may color his response to this authoritative figure who is the principal.

The school social worker, by the very nature of his task, must take responsibility for integrating the services of other personnel—members of the "team"—in behalf of the particular child who is having difficulty. Is he clear as to what the psychologist's contribution should be? Does he regard the nurse as a colleague who often can greatly aid the child? It is important that the school social worker remember the history of our educational system when working with other personnel . . . important that he not forget that he is a newcomer to the school "team." If he remembers this he may better handle his responsibility for integration of services in an acceptable and non-threatening way.

(d) The school social worker must relate to the parents of children-in-school.

There is increasing clarity with regard to the nature of the school social worker's relationship to parents. The literature reflects movement from the time when the school social worker often attempted to be a family caseworker to the present when thought is going into the process of defining function with parents. The emphasis must be kept on the fact that these are parents who are being seen in relation to their child's

difficulty in school and not in relation to the family's total problems. His job may, therefore, often be to diagnose early, interpret, and refer to other community agencies.

The school social worker has to be aware of his position as a school authority in the eyes of the parents. He *is* on the school staff and often to him are transferred the parents' own feelings about the school arising from their own past experience. Here again the school social worker has to face the fact that everyone to whom he must relate in his work—including parents—has had past experiences with schools and brings not only personal attitudes but attitudes which reflect the position the school has held in our society historically.

(e) The school social worker must relate to community agencies.

This may present him with a particular problem because of the necessity that he be identified with two professions. His position as a social worker in the school may have served to isolate him from social work generally, and his strong identification with school aims may become a barrier in his relationship to the social work personnel of the community. This difficulty is inherent in the historical development of this area of social work. However, it need not be so, as viewed from a positive point the school social worker is in an advantageous position for interpreting school to social agency and social agency to school.

As has already been stated, the school social worker has to be clear as to his function with child and family in order to use other agencies when indicated. Often he will be working in collaboration with other social workers, and he must be able to share with them the school's understanding of the child's capacity.

(f) The school social worker must relate to the community.

School social work sprang originally from an awareness on the part of a segment of the community of the need for such services in the school. Yet there is a lag between this early awareness and what the average community understands of school social work. The school social worker has to relate himself actively to this average community which may be as confused about his identity as he himself sometimes is.

Since the school child is currently experiencing having a social worker function within his *own* immediate community it may be that there will be some carry over to his future concept of what place social work should occupy in the total community. He may regard it as a logical

service to have in any community if he grows up experiencing it as a vital force in his school community. However, the school social worker cannot wait for this . . . he must actively engage himself in interpreting his role to the community at large.

When one thoughtfully considers the various kinds of relationships which the school social worker must carry continuously the complications of his job become apparent. Some of the complications are unique to school social work and do not have an exact parallel in other secondary settings. Neither do his opportunities have an exact parallel for here he is in an advantageous position in the normal social milieu of the child. If he understands the setting and is able to define his particular function he will not be overwhelmed by the potential complications.

The following is a brief summary of a case situation which shows the school social worker's clarity as to function and relationship to other services, both within and outside the school.[10]

Tom, age 15, was referred to Miss B., the school social worker, by his home room teacher after he had provoked a fight with a school friend and had been defiant to his teacher. When he talked with Miss B. he brought out that he had uncontrollable impulses which resulted in his hitting his friend without cause. Miss B. learned much from Tom which revealed his unstable background and which indicated that the school pressure was too great for him. In conference with the home room teacher and the principal she was able to interpret something of what was happening to this boy with the result that the school pressures were modified immediately so that Tom might continue in school on a fairly even keel while other efforts were made in his behalf.

With Tom's permission his parents were brought into the picture. They were desperately concerned about him and where his impulses would lead him. Miss B. was able to interpret the need for psychiatric care and to help the parents move toward seeking this service from the local child guidance clinic. She discussed this with Tom who accepted his need for help, and she identified to him what her role as the school social worker would continue to be.

Miss B.'s interpretation of Tom's problems to the other members of the team continued. The woodshop teacher became a special ally when the psychiatrist pointed out that Tom would benefit from this kind of creativity which would give him something to show for his efforts and which was an assignment which did not necessitate his relating to too many people at this point. So the school social worker continued to help modify Tom's current environment in order that he might benefit from another community service. She continued to see him in relation to his school situation and to interpret the school developments to his parents and the psychiatrist.

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[10] This illustration was obtained from personal conversation with a school social worker and has been disguised for use here.

It would be interesting to speculate as to how this case might have been handled at an earlier period in the development of school social work. In all likelihood to pursue such a speculation would take one back to the evolution of this area of social work and cause one to deal again in a slightly different way with a consideration of those forces shaping school social work which have been delineated in this paper.

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Membership in a professional organization is a strengthening factor for the individual practicing within that profession. This is as true for the school social worker as it has long been for members of other professions. National Association of School Social Workers has members in 38 states and in Hawaii, Puerto Rico and India.

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Applications for membership and a statement of membership requirements may be obtained from the Membership Chairman, Mrs. Helen Roell, Indianapolis Public Schools, 150 N. Meridian Street, Indianapolis, Indiana.

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Changes of address should reach the NATIONAL OFFICE as soon as possible.

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The Bulletin is issued quarterly.

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